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HOW TO HELP YOUR
CHILD BECOME A
SUCCESSFUL READER

A Handbook for Parents
of Children in the
Primary Grades

A RESEARCH PROJECT

Submitted to the Department of Teacher Education
University of Dayton, in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by

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CHAPTER I

INTRODUCTION

Justification of the Problem

The writers have become aware of the necessity to increase effective home involvement in a child's reading development to ensure a child's educational success. The correlation between home and school is one of increasing emphasis identified in current educational research today. Parents are not always aware of how important their involvement is with their child in the area of reading. They sometimes think that it is the school's job to educate their child. "Until parents appreciate their personal influence on the education of their children, simple listening to instructional practices will do little to expand parental involvement." (Smith, 1990) We can probably assume that most parents want their child to succeed. So, if they are not helping their child it may be an indication that they are not convinced that their efforts would make much difference. (Smith, 1990) As educators continue to encourage and foster this parental involvement, information must be made available to provide parents with useful and practical methods.

Experience, as teachers of the Chapter I Reading Program, in the London City Schools, has exposed the writers to a variety of situations in which parent and non-parent involvement is evident in a child's reading development and success. The school is faced with a wide-spread lack of parental and community involvement in educational issues. From homework and informative meetings to the wider issues such as support of educational issues on the ballot, the lack of support in education is wide-spread and in great need of change. This lack of support may be due in part to the school having large numbers of low income and educationally disadvantaged students. Many parents have difficulty in knowing how to help their children. The writers think there is a real need for parents to have training on how to be involved with their child's reading. Since parents are the child's primary role model the attitudes that the parents have are reflected in the child's attitude toward reading.

It is the writers' goal to provide an instrument that will encourage parents to be involved in their child's educational development in a way that is helpful, practical and easily understood. It is in the writers' interest to see a change in the students' attitudes and achievements as parents become more aware and involved in their child's reading development.

Problem Statement

The problem the writers' discovered was the lack of parental involvement in the reading development of their children. Thus, the purpose of this study is to develop a handbook for parents to use to help their children in the primary grades to be successful readers.

Procedure

Subjects

This handbook is designed for the parents of children in the primary grades in the London Primary School in London, Ohio.

Setting

London, county seat of Madison County, is a small rural town of approximately 8,000 people. Many parents have a low income as evidenced by approximately 1/2 of the primary student body qualifying for free or reduced lunches. London has a low tax base and it has been difficult for the school to pass levies.

Data Collection

Research data, activities, information and experiences were gathered from:

1. Textbooks on Parent Involvement in Reading

2. Published educational documents
3. Articles from educational research
journals
4. Reading Conference Documents
5. Writers' teaching experience
6. Instructional Activities Guides
7. Computer Search

Design

The writers' intent is to create a handbook of activities and suggestions to encourage the development of parental involvement in their child's reading growth during the primary grades.

Definition of Terms

Read Aloud - The reading aloud of a book, poem or other literature by one person to another person or group.

Role Model - Demonstrating appropriate reading behavior.

Self Correct - The ability to find an error in one's reading and correct it.

Disadvantaged - A student in which basic needs are not met sufficiently.

Home Environment - The factors that combined make up the child's background.

Literature - Nursery rhymes, fairy tales, picture storybooks, fables, folktales and poetry.

Parental Involvement - Participation in child's educational development.

Monitoring - Being informed on a regular basis of a child's progress.

Results

The results of this research project will be a resource handbook for parents of primary aged children that will provide suggested activities for reading and writing, tips on reading aloud and a bibliography of recommended read-aloud books for children and of resource books for parents.

CHAPTER II

REVIEW OF LITERATURE

Reading

Reading Defined

Many definitions of reading have been written. Reading involves considerable more than just being able to decipher the words on a page.

Reading is more than the process of decoding symbols or a guessing game of deciphering which pattern of symbols represents which word. It is excitement of the written word as it conveys a story, inspires, and stimulates the imagination. (Weissbound, March 1989, p. 190)

The writers like the definition that Marie Clay from New Zealand gives. She says "Reading is defined as a message-gaining, problem-solving activity (which increases in power and flexibility the more it is practiced.) (Clay, 1979, p. 6)

Components of Reading

Skilled reading consists of various components. Reading is a constructive process. A good reader will integrate information in the text with what he or she already knows. A reader must use his experience when reading. Skilled readers need to be fluent. They must be able to read quickly and accurately so that they will be able to

construct meaning from the text. They must also be flexible in using their various reading strategies. This will depend upon the complexity of the text as well as the reader's prior knowledge and purpose for reading. They will read slowly over difficult material while going much faster through easier material. Good readers need motivation. The material needs to be meaningful and can be informative as well as fictional. (Binkley, 1988, p. 16)

To be able to read, requires more than just turning printed words into spoken ones. So, for all readers, the ability to understand written text depends as much on experience outside of school as on the education provided by the school. (Binkley, 1988, p. 3)

There is no hard and fast rule for the role of the parent and the role of the teacher in helping the child learn to read. Even if parents don't know the technical side of reading much of what they do at home can reinforce good reading instruction. (Binkley, 1988, p. 3)

Environment Fosters Reading Growth

Reading Begins at Home

As research continues to unfold the emergent reading developmental process of young readers, it is continually reiterated that this process begins at an extremely young

age and flourishes in a "print rich environment where children are constantly observing and learning about written language." (Strickland. 1990, p. 19,(1)) " Learning to read and write are interrelated processes that develop in concert with oral language...the language processes - listening, speaking, reading and writing develop in an interdependent manner." (Strickland. 1990. p. 19-20(1)) Children are continually exploring and making discoveries in their world. With these meaningful discoveries comes an understanding of how the world functions and what that means in their lives. All of these wonderfully exciting discoveries begin at home. "Research indicates that children who become early readers and who show a natural interest in books are likely to come from homes in which parents, siblings and other individuals have read to them regularly." (Strickland, 1990, p. 518-19(2))

Parents as Role Models

Weissbound advise parents to, "be a reader yourself, and, since you are your child's primary role model he will imitate your interest." (Weissbound, 1989, p.190) The impact of parents on a child's life is phenomenal. The attitudes and expectations they foster can influence a child for life. "Parents are the first teachers children meet and they remain the most important teacher for a very long time." (Strickland, 1989, p. 530) "Though school plays an

important part in the child's academic growth the child's mind views the actions of his parents as the most important. Parents showing curiosity, looking for answers in books and participating in school events." (Smith,1990, p. 332) are all actions that speak louder than any words a child will ever hear.

As parents seek to provide the most educationally stimulating environment they can for their children they will continually become more aware of the vast array of opportunities our very literate society provides for it's citizens. Libraries, museums, nature, sports activities, restaurants and stores are all places where literacy abounds and interest can blossom. Providing the best environment for the child does not require vast amounts of financial resources only a willingness to discover all of the opportunities our world has handed to us and love enough to provide a supportive home environment in which the child will feel secure enough to discover the world around him.

Research Supports Importance of Parents Role in Children's Reading Success

Read Aloud

There has been quite a bit of research done to study the importance of the parents' role in their child's reading

success. One of the most important things a parent can do to help with his child's reading success is to read-aloud to him or her. "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children." (Binkley, 1988, p. 23) When both the child and the adult are enjoying a book the experience can be magical.

There are many reasons why reading aloud is so important. "It's a relatively easy activity for both the parents and the children. It is also inexpensive, mutually rewarding and requires very little training." (Rasinski, 1990, p. 344) Children who are read to by their parents are exposed to a wide range of vocabulary. They are able to develop an internal sense of story and understanding. They realize that reading is a process of getting meaning from written symbols. Other researchers, Fisher and Elleman, also include these reasons as well as a few others. They have found that reading aloud to children provides a structure and motivation for children to write their own stories. Reading aloud can enrich the students general knowledge. (Fisher and Elleman, 1984) Strickland gives a list of the inactive behaviors that support the positive effects of read-aloud activities. He includes questioning, scaffolding (modeling dialogue), praising, offering information,

directing, discussion, sharing personal reactions and relating concepts to life experiences. (Strickland, 1990)

Not only is reading aloud one of the most effective techniques for promoting growth in reading but reading aloud to children is an extremely enjoyable activity for both the parent and the child. Reading aloud gives parents and children a wonderful opportunity to be together in a close, interactive, and personal sort of way, a type of closeness not possible from watching television together. (Rasinski, 1990) Reading aloud is like a social event. A story can be a jumping off point for good discussions. For example, animals in books can be compared to animals at the zoo or in the woods. With help, children can distinguish between real and make-believe. (Binkley, 1988)

Closely related to reading aloud is telling children stories. Children love stories that are made up or true stories of the parents' past experiences. "Telling stories encourage the child's imagination, and stimulates his use of language to express ideas." (Weissbound, 1989, p. 210)

Talking with Children

Telling stories relates also to the importance of the development of oral language in the home.

Because reading is a complex skill that develops over a lifetime, teachers alone are not enough. Learning to read begins when you talk with and

listen to your children... Tying language to the world your children know allows them to go beyond that world to explore new ideas. This ability to use language and to reason is crucial for reading achievement. (Binkley, 1988, p. 5)

Weaver gives various means by which adults can foster the development of language in children. The adult models the language structure in his speech. Adults can demonstrate a variety of language functions by using language for various purposes. "We surround children with a language-rich environment, using language as a natural part of such everyday activities as feeding, diapering, and playing with the baby; reciting nursery rhymes and reading books to the child; and talking with others within the young child's hearing." (Weaver, 1990, p. 81) As adults, we expect success in the language development and expect that the children will eventually talk like adults. The meaning and the communicative function of the child's utterances are focused on rather than the correctness of the form. An important thing is also that "Children receive enthusiastic response for what they can do rather than repeated criticism for what they cannot do." (Weaver, 1990, p. 81)

Although we allow the children's oral language to develop naturally and in a meaningful way, we often structure reading in such a way as to indicate that skills are learned sequentially and in a contrived sort of way. "Literacy develops most readily when children are actively engaged in

formulating concepts about print rather than passively completing skills work." (Weaver, 1990, p. 83)

Since learning to read and write are interrelated processes that develop right along with the oral language, children do not need to be orally fluent before being introduced to reading and writing. If children are to read and write along with the development of their oral language they need to actively participate in meaningful activities. (Strickland, 1990) There are various activities which can help the oral and written language come together. Following a recipe, writing notes and letters, making grocery lists are a few of the meaningful activities that can take place in the home.

Make Reading Enjoyable

There are ways that parents can make reading an enjoyable and meaningful experience for the child. Gallagher gives suggestions for parents to form reading bonds with their children. The parents need to allow children to pick books that really interest them. The enjoyment of the book can be extended by the parent and child discussing the book and relating it to other prior experiences. If the book is not enjoyed, another book should be selected. "Reading bonds approximate that warm, magical feeling experienced as children sitting, securely on some loved one's lap listening

to the flow and rhythm of words." (Gallagher, 1987, p. 7, 8).

The most important thing is for the parent and child to enjoy encounters with reading and writing. Laughing together over mistakes will be better than punishing the child for getting it wrong. (Binkley, 1989)

When the child begins to learn to read on his own, the parents need to give opportunities for the child to read to them as well as the parent reading aloud to the child. This will give a chance for the child to show off his new skills. Parents are often unsure of the strategies that children can use to help them in their reading. Parents should only prompt correction of a word when it changes the meaning of the story. It is necessary to keep in mind that we read to gain meaning and not to read each word perfectly. Children need to make predictions and ask questions about what is happening in the story. If the error does change the story, the child can be asked to reread the sentence to see if he is able to correct his own errors. The parent can have the child use what he knows about letters and sounds but if the child is having a lot of difficulty with a word it is best to give the correct word so that the reading remains enjoyable.

Provide Regular Reading Time

Most children will eventually learn how to read but whether they do or not depends on a large part whether they receive encouragement from their parents and whether their parents set an example for reading. (Binkley, 1988) There are many things parents can do to insure that their child reads. Parents need to help children establish a reading routine. "Reading needs to become a ritual done at the same time and in the same place each day." (Strickland, 1990, p. 518) A good time to do this is at bedtime. One author suggests the Holland Method. The plan is to buy books and to leisurely let them lie around. (Parents need to be careful to not make reading seem that it is something the children do for the parents' sake.) The idea is to become careless about bedtime, gradually letting them stay up later, but then to suddenly become very strict about bedtime. When they complain about not being tired yet, they are allowed to read but to read for only ten minutes. (Holland, 1990)

Parents should also frequent libraries and bookstores. Children enjoy selecting their own books and will often read more when they do. Books and magazine subscriptions make good gifts and will add to the child's personal library.

The amount of time watching television may need to be curtailed if reading time is to be provided. Holland describes how it used to be before we had television.

Far back in the dark ages, children suffered agonies of boredom unimaginable to the modern child with a television in every room. Then reading was the only crack through which they could escape. They read for joy, of the rapturous, almost physical relief of getting out of the self for a few hours... A book was something you had control over. If you had to stop and eat dinner it waited for you. You set and peopled the stage yourself, and in your mind you could add what the author had left out, or change the ending, or put yourself in the title role. Once you were in possession of the characters and their basic scenario, you could extend their adventures into daydreams of your own. Unfortunately, television has wiped out the painful but nourishing boredom that once made a library card as liberating as a driver's license. (Holland, 1990 p. 77-78.)

Parent-School Involvement

Parent-School Relationship

"A parent is a child's first tutor in unraveling the fascinating puzzle of written language. A parent is a child's one enduring source of faith that somehow, sooner or later, he or she will become a good reader." (Binkley, 1985, p.28) "Home is a child's first learning environment and the activities there contribute greatly to a child's reading progress." (Wendelin, 1988, p.265) Reading aloud to pre-schoolers and children in the midst of developing their language process is a vital element in assisting children in becoming avid readers. A parent's most critical role "is to

motivate their children and provide them with a home environment that stimulates reading." (Wendelin, 1988, p.268) Parents must make a conscious effort to develop attitudes toward reading that will reinforce a child's desire to master the written form of communication.

The Need for Parental Involvement

Parents realize that reading is the vital link for their children to be successful in life. Many times they are aware of the impact they have on their child's reading achievement. Parents are often unsure the methods of teaching that their child is being exposed to and what they should and can do to help improve their child's reading ability. "Often times parents are under the impression that the school does not want them to participate in the instructional process. Thus, teacher and schools need to find ways of giving parents more encouragement and ideas." (Smith, 1990, p. 332) Parents should be aware of the need for their active involvement within their child's classroom. A mother should always be welcome in the school so the child can see his mother and teacher in a friendly relationship.

A mother's educational level was viewed as the most important variable affecting the academic achievement of her children. Reading to her children and her ability to pass on the values of education had more effect than the combined effect of all other variables studied. She may be embarrassed to be involved with the school and this failure to become involved is a crucial factor in the child's lack of school success. (Jongoma, 1990, p. 522)

Parent's actions build images in the minds of their children. Parents are the primary visual model that their children will imitate. Research indicates that successful learners have parents that show personal interest in the educational development of their children, especially in the area of literacy. Therefore, parent's involvement in education is one of the most prominent aspects for reform in the educational system.

A National Poll conducted in 1988 regarding parent's opinions about reading in the schools reported that only 36% of parents felt that schools and parents should share equally in the responsibility of teaching reading to their children. 51% felt that most of the responsibility belonged to the schools while 13% of parents felt the major responsibility for teaching their children reading belonged to them. Results concluded that parents believed that "teachers should read to the class more; children should get to read what they're interested in, and that more individual attention should be given to the students.

Reading educators need to consider how to aggressively inform the parents and public about the positive aspects of and successes in reading education, and about the instructional approaches to which they subscribe. Educators need to provide convincing rationale for that approach and inform parents of things they can do at home to complement

this approach. Communication between home and school leads to greater levels of trust and support. (Rasinski. 1989.) "The single factor that presents the greatest opportunity to increase parent/community involvement is communication." (Maring. 1990. p. 606) This is accomplished most successfully when factors such as respect, listening, caring and warmth are incorporated into our attempts of communication. Teacher + Parent = Friends. Friends realize that they "enjoy each others company, that they are useful to each other and they share a commitment to the common good." (Maring, 1990. p. 607) This attitude is necessary to ensure that each child develops to his full potential.

I believe that parents know more about their children than I do. I believe parents can help their children learn, behave and be better students. I think parents are not perfect any more than I am a perfect teacher. (Maring, 1990. p. 607)

When parents and teacher join together to provide an educationally stimulating, secure and stable environment in which their children and students will be submerged then nothing will be able to hamper the children's discovery and mastery of his world.

"Children are more likely to become readers if both home and school send messages of how important reading is." (Jonzama, 1990, p. 552) Spanning the grade levels children made greater educational gains when teachers and parents were in frequent personal contact. Teachers view involved parents

as interested in the academic achievement of their children and non-involved parents as uninterested in their child's school success. Parents interest in their child's educational development is fostered by reports from the child's teachers. "One of the essentials for educational advance is a closer partnership between the two partners in every child's education." (Johnston, 1989, p. 352) With home and school working together as partners we can develop a truly literate society.

Monitoring Child's School Progress

Schools are in the midst of a wide spread movement to reform the evaluation of school progress. Finally, the realization that one grade can not summarize the growth a child has made is bringing about changes. More and more teachers are providing parents with information about formal and informal measurements that are used to chart their child's growth. This aids in ensuring a more accurate overall report on the breadth of a students progress. Being aware of your child's academic lessons and growth is a necessity to understanding how and what your child is learning, what areas are difficult for him, and where his strengths are. "Research has shown that parents of children who become successful readers do two things: they are involved in school programs and they listen to their child read." (Binkley, 1988, p. 20-21) "When you monitor your child's progress you will

know whether the school program is meeting your child's needs." (Binkley, 1988, p. 23)

A parent's involvement in a child's literary development and education is the cornerstone in providing a firm foundation for a child's educational success. As children and parents explore together the incredibly wonderful world of literacy, bonds are formed that enhance communication between parent, child and teacher. The writers' are convinced of the importance of and influence that parents have over their children's learning process.

CHAPTER III

HANDBOOK

HOW TO HELP YOUR CHILD

BECOME A

SUCCESSFUL READER

A HANDBOOK FOR PARENTS

OF CHILDREN IN THE

PRIMARY GRADES

BY

CHERYL DILLION

BRENDA FREED



HOW TO HELP YOUR CHILD
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FOREWORD

AS CHAPTER I READING TEACHERS, WE HAVE OBSERVED HOW IMPORTANT IT IS FOR YOU, THE PARENTS, TO BE INVOLVED IN YOUR CHILD'S EDUCATION. WHEN YOU, THE PARENTS HAVE PARTICIPATED IN THE READING, ORAL, AND WRITING DEVELOPMENT OF YOUR CHILD, MUCH PROGRESS HAS BEEN OBSERVED. WE KNOW THAT YOU WANT YOUR CHILD TO SUCCEED BUT MANY TIMES ARE UNSURE OF HOW INVOLVED YOU SHOULD BE OR WHAT YOU CAN DO TO HELP YOUR CHILD'S READING PROGRESS.

IT WAS FOR THIS REASON THAT WE COMPILED THIS HANDBOOK. WE WANT TO SHARE WITH YOU OUR RESEARCH FINDINGS ON PARENT INVOLVEMENT AS WELL AS WHAT WE'VE LEARNED THROUGH TEACHING YOUR CHILD. WE HOPE THIS IS A PRACTICAL RESOURCE THAT YOU CAN TURN TO FROM TIME TO TIME.

CHERYL DILLION

CHAPTER I READING TEACHER

PARENT INVOLVEMENT COORDINATOR

BRENDA FREED

CHAPTER I READING TEACHER

READING RECOVERY

PARENT

PARENTS AS ROLE MODELS

Everyday your child learns from you. As a parent, you are the most important person in your child's life. As a result of this you also become the most influential person in your child's life. You are their primary role model. Children are imitators of what they see. Your attitudes, values and interests are imitated by your child.

Therefore, surrounding your child in a print rich environment will help your child, at an early age, to see how much you value literacy. Research indicates that a child that comes from a home where books are read, enjoyed and shared usually become successful readers.

Here are some suggestions of good role modeling behaviors that positively effect your child's reading success.

1. Instill within your child a desire to explore and discover the world in which we live.
2. Read for your own enjoyment. A child's desire to imitate is very strong. Let him see you read newspapers, magazines and books.
3. Attend school meetings. This shows your child that you value school and think it is important enough to invest your time in.

4. Be involved in school, church and community activities.
5. Visit your local library and museum on a regular basis.
6. Constantly call attention to the many ways that reading is a part of our everyday life.
7. Spend time together each day talking about the things that have happened in your child's life.
8. It is important to remember that children are not adults in miniature bodies. They need a lot of repetition, patience and praise to be successful.



DEFINITION OF READING

Reading is more than just looking at the words on a page. The purpose of reading is to gain meaning from a story or to gain information.

THE DEVELOPMENT OF SPEAKING, WRITING AND READING WITHIN YOUR CHILD

The development of speaking, writing and reading all occur at the same time. Children do not need to be speaking fluently before being introduced to reading and writing. The development of a child's oral language process is an exciting phase of their life. Adults shower a child with praise as they attempt to imitate the language they hear around them. This action positively reinforces a child to continue to explore and master the oral language through trial and error. The development of a child's reading and writing skills are no different. This process requires a lot of praise and encouragement and many opportunities to succeed without the fear of failure. The expectations that are placed upon children as they continue in their language development often result in fear of failure and an attitude that smothers the joy of reading and writing.

Here are some important things to remember as you watch and help your child in the reading and writing process.

1. Often a child loses confidence in his ability to be a good reader due to constant correction. It is important to find books that are not too difficult for your child to read so that he can experience being a successful reader.

2. Do not focus upon the mistakes a child makes in his reading and writing. They are just beginning to explore these huge worlds and should not be expected to know it all immediately.

3. The reading and writing processes develop in the same way that oral language does, a little at a time. Provide a child with lots of positive reinforcement and praise for their accomplishments.

4. Focus your attention on the skills a child possesses and make connections to new materials through them.

5. Provide lots of repetition by reading and rereading favorite books.

6. Accept the inventive spellings that your child may use in his writings. Your child is working towards mastering the sound/letter relationships. Just because they spell a word wrong once does not mean it is permanently etched in

stone. Spelling will continue to progress and come closer to the correct spelling of the word.

TALK TO YOUR CHILD

Talking with your child frequently will provide him with information about things. This will help him read better because he will be acquainted with ideas and vocabulary that he will come across as he reads. Listed are some suggestions for things to do with your child that will increase conversation between the two of you.

1. Listen to your child's questions and answer them. Offer additional information.
2. Tell stories of when you were young.
3. Encourage free play.
 - a. Provide props for playing:
 - House
 - Hospital
 - Grocery store
 - Office
 - b. Provide play items such as:
 - Puppets
 - Sand box
 - Magnetic letters
 - Blocks
 - Picture dominoes

4. Share your favorite nursery rhymes and songs with your child.

5. Include your child in your daily routines and explain what you are doing.

Trip to the post office

Grocery shopping

Paying bills

6. Visit places in your community such as the:

Zoo

Museums

Parks

Police station

Fire station


• Nursing home

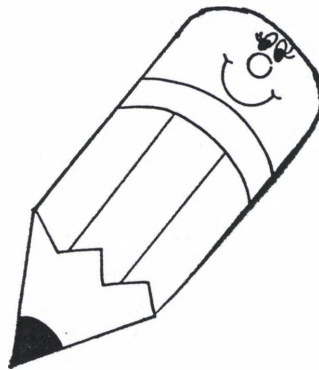
READING AND WRITING: MAKING THE CONNECTION

The development of reading and writing skills are connected. As soon as a child writes something he wants to read it or have it read by someone else. Here are a few ways to encourage writing in everyday activities at home.

1. Leave notes for your children with things for them to do, messages, and secret codes for them to figure out.
2. Encourage your child to write to a friend or relative. Buy stationary, stamps and envelopes so that he can write and answer the letters by himself.
3. Let your son/daughter make a grocery list for you.
4. Print a list of items he/she can pick out at the store.
5. Let your child make a list of new clothes he needs or toys he wants or books he'd like to read.
6. Have him make a list of all the local restaurants. Then let him choose which one he'd like to go to for a special treat.
7. Encourage your child to keep a simple diary where he can write as little as one line each day. He will be able to go back and reread as often as he'd like the different events that have happened to him.

8. Have your child write stories and then read them to you or other members of your family.
9. Cut out cartoons from the paper and let your child make his own captions.

○	
	Jeremy,
	Please set the
	table. I will be
○	home soon.
	Love,
	Mom
○	



READ ALOUD TO YOUR CHILD

Reading aloud to your child is one of the most important things you can do to help him become a successful reader.

There are many reasons why you should read to your child.

1. It is an easy and inexpensive activity.
2. It is an enjoyable experience for both the child and you.
3. It requires minimal training.
4. It exposes children to a wide range of vocabulary.
5. They realize that reading is looking at print and getting meaning from it.
6. It encourages children to write their own stories.
7. It brings closeness between you and your child.
8. A story can be the beginning of a good discussion with your child.
9. It helps children become familiar with the language in books.

GUIDELINES FOR WHAT TO READ TO YOUR CHILD

1. Read whatever he likes even if you have read it many times before.
2. Choose books that children cannot yet read on their own, since they can understand more than they can read independently.
3. Children enjoy books with repetition and rhyme.
4. Read aloud daily at a regular time. (Reading aloud loses its effectiveness if you only read now and then.)
5. Read from many different kinds of books.
 - Picture books
 - ABC books
 - Poetry books / Nursery rhymes
 - Fairy tale collections
6. Choose books that are similar to your child's experiences and also pick books that will introduce children to new people and places.
7. When reading longer books then can be read in one sitting, ask if they can remember what happened before.
8. Discuss the story but don't make it a quiz.
9. Use expression and read slowly.

10. If children have trouble listening let them have crayons and paper to keep their hands busy while you are reading.

11. If you and your child are not enjoying the book, just stop and get another one.

12. Stop and answer your child's questions when he asks them.

READ-ALoud BOOKS

ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY

By Judith Viorst, Illustrated by Ray Cruz

Atheneum (both), 1972; 1976

K and up, 34 pages

Everyone has a bad day once in a while but Alexander has a particularly frustrating day. Children can identify how Alexander feels but adults will enjoy this book as well.

AMELIA BEDELIA

By Peggy Parish, Illustrated by Fritz Seibel

Harper, 1963; Scholastic, 1970

K-4, 24 pages

Amelia takes all the instructions given to her literally and makes a mess of things. The children will enjoy the humor in this book.

BROWN BEAR, BROWN BEAR, WHAT DO YOU SEE?

By Bill Martin, Jr., Illustrated by Eric Carle

Holt, 1967

Tod. - 1, 26 pages

The colors and animals are big and bright in this book and the story rhymes.

THE CARROT SEED

By Ruth Krauss, Illustrated by Crockett Johnson

Harper, 1945; Scholastic, 1971

Tod. - Pre S., 22 pages

The child believes that the carrot seed he plants will grow even though no one else believes it.

CRANBERRY HALLOWEEN

CRANBERRY CHRISTMAS

CRANBERRY VALENTINE

By Wende and Harry Devlin

Four Winds Press

Pre S. - 2, 30 pages

These are stories that take place on the cranberry bog shores of Cape Cod. The main characters are Maggie, her grandmother, and a retired old sea captain.

CURIOUS GEORGE

By H. A. Rey

Houghton Mifflin, (both), 1973

Pre S. - 1, 48 pages

George is a funny little monkey whose curiosity gets the best of him. There are other Curious George books in this series.

THE GIVING TREE

By Shel Silverstein

Harper, 1964

K-4, 52 pages

This book shares values of friendship, love, and sharing.

GOODNIGHT MOON

By Margaret Wise Brown

Harper (both), 1947, 1977

Tod. - Pre S., 30 pages

A delightful story to read at bedtime.

HAPPY BIRTHDAY MOON

By Frank Asch

Pre - S. - 2

Bear buys a birthday present for the moon. There are also other bear stories written by Asch.

LITTLE BEAR

By Else Holmelund Minarik, Illustrated by Maurice Sendak

Harper (both), 1957, 1978

Pre S. - 1, 54 pages

This series of books uses the simple things of a child's life (clothes, birthdays, playing, and wishing) to tell little stories about a child-bear and his family.

THE LITTLE HOUSE

By Virginia Lee Burton

Houghton Mifflin (both), 1942; 1978

Pre S. - 3, 40 pages

This book is a Caldecott Medal winner that uses a little house to describe the changes that take place around it.

MADELINE

By Ludwig Bemelmans

Viking, 1939; Puffin, 1977

Pre S. - 2, 54 pages

Madeline and her eleven friends all live together in a house in Paris. Madeline is adventuresome and children enjoy reading about her.

MAKE WAY FOR DUCKLINGS

By Robert McCloskey

Viking, 1941; Puffin, 1976

Pre S. - 2, 62 pages

Mrs. Mallard and her eight ducklings stop traffic as they walk across Boston.

MILLIONS OF CATS

By Wanda Gag

Coward, McCann (both), 1928, 1977

Pre S. - 2, 30 pages

An old man searches for a cat to cure his loneliness. He can't decide which one to take home so he takes them all home. The cats eventually solve their own problem.

MISS NELSON IS MISSING

By Harry Allard, Illustrated by James Marshall

Houghton Mifflin, 1977; Scholastic, 1978

Pre S. - 4, 32 pages

Sweet Miss Nelson has difficulty controlling her classroom. The strict witch-looking Viola Swamp replaces her when she is absent. The author has also written other Miss Nelson books.

THE STUPIDS STEP OUT

By Harry Allard, Illustrated by James Marshall

Houghton Mifflin (both), 1974; 1977

Gr. 1-4, 30 pages

Children enjoy laughing about the stupid things that the Stupid family does. There are also other books in this series.

SYLVESTER AND THE MAGIC PEBBLES

By William Steig

Simon & Schuster, 1969; Windmill, 1969

Pre S. - 4, 30 pages

This is like a contemporary fairy tale. Sylvester becomes a rock and because of magic turns back to his normal self.

THE VERY HUNGRY CATERPILLAR

By Eric Carle

Philomel / Putnam, 1969; Puffin, 1984

Tod. - 1, 38 pages

This book gives information about how a caterpillar becomes a butterfly but it is also a fun book with each page having holes that the caterpillar ate. As the number of holes grow, so does the caterpillar.

WHERE'S SPOT?

By Eric Hill

Putnam, 1980

Tod. - 2, 20 pages

Spot's mother looks for Spot throughout the house. As she looks under different things the reader lifts up a flap on the page. There are also other Spot books written by Hill.

WHERE THE WILD THINGS ARE

By Maurice Sendak

Harper (both), 1963; 1984

K-3, 28 pages

This story is a fantasy about a little boy and the monsters that haunt all children. But children love this book instead of being frightened by it.



NOVELS

CHOCOLATE FEVER

By Robert K. Smith

Dell (paperback only), 1978

Gr. 1-5, 94 pages

Henry Green loves chocolate so much that he gets chocolate fever.

FRECKLE JUICE

By Judy Blume

Four Winds, 1971; Dell, 1971

Gr. 2-5, 32 pages

Andrew buys a recipe from a classmate for how to get freckles.

THE VELVETEEN RABBIT

By Margery Williams, Illustrated by David Jorgensen

Knopf, 1985

Gr. 2-7, 48 pages

This is a story of how a loved toy rabbit becomes real because the little boy loves him so much.

CHARLOTTE'S WEB

By E. B. White, Illustrated by Garth Williams

Harper (both), 1952

Gr. K - 4, 184 pages

A spider, Charlotte, helps to save the life of Wilbur, the pig who is about to be butchered.

JAMES AND THE GIANT PEACH

By Ronald Dahl, Illustrated by Nancy Ekholm Burkert

Knopf, 1961; Bantam, 1978

Gr. 1-6, 120 pages

James discovers a giant peach growing in his backyard. Inside the peach are some interesting characters.

THE LION, THE WITCH AND THE WARDROBE

By C.S. Lewis

Macmillan (both), 1950; 1970

Gr. 3-6, 186 pages

Four children discover the magic kingdom of Narnia when they go in the back of the wardrobe closet. This is the first book of seven called the Narnia Chronicles.

RAMONA THE PEST

By Beverly Cleary

Morrow, 1968; Dell, 1982

Gr. K - 4, 144 pages

This novel moves fast enough for young children to enjoy this story. Ramona experiences her first day of school, seat work, and a substitute teacher.

THE (WONDERFUL) WIZARD OF OZ

By L. Frank Baum

Holt, 1983; Dover, 1960; Puffin, 1983

Gr. 1-5, 260 pages

If possible, read this book to the children before they see the movie version or read one of the sequels.

READING PRINT THAT IS AROUND YOU

There are many opportunities everyday to see and read print around you with your child. This will help your child realize that print is not limited to books but is everywhere.

1. Read the comics and baseball scores together.
2. Read the selection of programs from the T.V. Guide
3. Have your child read and follow simple recipes to make brownies, cake, or pudding.
4. Make a treasure hunt for him. Give him the first note. It could read, "Look under the toaster." Under the toaster, the note could say, "Look under the pillow on the red chair." Have four or five of these notes taking him from place to place. The last note could lead him to a treat.
5. Play commercial games, which involve reading such as Candyland, Monopoly, and Uno.
6. Read the back of cereal boxes, vitamin bottles, and other containers.
7. Read the directions describing how to put together a toy model.

8. Read street signs, license plates, and billboards while in the car.
9. Let your child have the junk mail to read.
10. Have your child read the menu when eating out.



LISTENING TO YOUR CHILD READ

When your child begins reading provide opportunities for him to read to you. This gives your child a chance to be with you and to show you his new skills. Reading from books is definitely preferable to having your child do commercially prepared workbooks.

FOR THE BEGINNING READER

1. Talk about the parts of a book such as the beginning and end of the story, the title and dedication page, copyright date, and the front and back cover. Talk about the author and illustrator.
2. Begin by showing the child where the print is on the page.
3. Show how we start reading at the left corner of the page and continue reading going from left to right.
4. Pick easy patterned books to begin with. (You will find many of these books included in the book list for beginning readers. Have your child move his finger piggy-back on the back of your finger. Point to each word as you read. Let him try it on his own when he is ready to begin.
5. Show how some words start or end with the same sound in the print but don't ask the child to sound out words.

6. Always let your child look at the pictures to help him understand the meaning of the story.

7. At first, it may seem the child is memorizing the book but that is okay. This is part of the first stage of reading.

FOR THE DEVELOPING READER

1. As your child reads, make sure that what he read make sense, sounds okay, and looks similar to the words read. If his errors don't change the meaning and look similar to the correct word, do not stop him. (An example would be if he said "steps" for "stairs".)

If his errors do not make sense in the story or look very different from the printed word, try the following:

a. Ask the child to read it again and to be sure that it makes sense and the words look right.

b. If he continues to read the wrong word, point to each word as he reads and when you get to the incorrect word, ask him if it looks like the word he just read. Help him with the beginning sound and ask him to try another word. If he still misreads the word tell him the correct word. (If he gets frustrated with this he may be reading too hard of a book or you may need to give the correct word sooner.)

2. When he comes to a new word and doesn't know what to do, try the following.

a. Tell your child to reread it and think about the meaning. When he comes to the new word, have him say the beginning sound and think what the word could be.

b. Again, if the child is unable to say the word, tell him.

ADDITIONAL GUIDELINES

1. If your child is missing more than one out of every ten words, the book is too difficult.

2. Make sure to keep the reading experience enjoyable.

3. You need to provide your child with help so he will not become discouraged but also allow your child the satisfaction of figuring out words himself.

4. It is difficult to find books for your child when he is just beginning to read. That is why a book list is provided for you to help get you started. Many times a book looks like it should be easy but actually may be quite difficult. As the child reads more he will be able to choose more on his own.

BOOKS FOR BEGINNING READERS

The Ohio State University has leveled these books for the Reading Recovery program. Most of these books you should be able to locate in your local public library. If you can't find them, ask your librarian.

Pre-primer and primer - Levels 1 - 13

First grade - Levels 14 - 16

Second grade - Levels 17 - 20

TITLE	AUTHOR	PUBLISHER
LEVEL 1		
Counting Boats and Ships	Daniels	Rourke
Counting Zoo Animals	Daniels	Rourke
Counting Zoo Babies	Daniels	Rourke
My Book	Maris	Viking
1 Hunter	Hutchins	Morrow
LEVEL 2		
Cat on the Mat	Wildsmith	Oxford
Have you seen my Duckling	Tafuri, N.	Puffin
T for Tommy	Lexau	Garrard
Where is my family?	Ziefert	Grosset
Where is my friend?	Ziefert	Grosset
Where is my House?	Ziefert	Grosset
Where's my Dinner?	Ziefert	Grosset
LEVEL 3		
All Fall Down	Wildsmith	Oxford
Gregory's Dog	Stobbs	Oxford
Hi Word Bird	Moncure	Children's Press
My Dream	Wildsmith	Oxford
Toot, Toot	Wildsmith	Oxford
LEVEL 4		
Brown Bear, Brown Bear	Martin	Holt
Frog and the Fly	Wood	Oxford
Joshua James Likes Trucks	Rookie Reader	Childrens Press
Pancakes,&Crackers&Pizza	Rookie Reader	Childrens Press

Eat Your Peas, Louise	Rookie Reader	Childrens Press
Foot Book	Seuss	Random
Go Dog Go	Eastman	Random
Henry's Busy Day	Campbell	Viking
Herman the Helper	Kraus	Windmill
Hi Clouds	Rookie Reader	Childrens Press
I Can Ride It	Watanabe	Philomel
I Love Cats	Rookie Reader	Childrens Press
Inside, Outside, Upside	Berenstain	Random
Oh a Hunting We Will Go	Langstaff	Atheneum
Out the Door	Rookie Reader	Childrens Press
Purple is Part	Rookie Reader	Childrens Press
Where can it be?	Jonas	Greenwillow
Where's Spot?	Hill	Putnam
LEVEL 9		
Are you there, Bear?	Maris	Greenwillow
Herman the Helper	Kraus	Windmill
Hide and Seek Word Bird	Moncure	Childrens Press
Just Like Daddy	Asch	Prentice
Owliver Takes a Bow	Kraus	Collins
Rosie's Walk	Hutchins	Macmillan
This Old Man	Adams	Playspaces
Watch out Word Bird	Moncure	Childrens Press
LEVEL 10		
Blue Bug goes to the Lib	Poulet	Childrens Press
Cars	Rockwell	Dutton
Dark, Dark Tale	Brown	Dial
I'm King of the Castle	Watanabe	Philomel
Katie Couldn't	Rookie Reader	Childrens Press
Little Bird	Bruna	Price/Stern
My Kitchen	Rockwell	Greenwillow
Word Bird Builds a City	Moncure	Childrens Press
Word Bird Shapes	Moncure	Childrens Press
LEVEL 11		
Boats	Rockwell	Dutton
Cat and Dog	Minarik	Harper
Just For You	Mayer	Golden Press
Just me and my Babysitter	Mayer	Golden
Spot's First Walk	Hill	Putnam
Ten Bears in my Bed	Mack	Pantheon
When you were a Baby	Jonas	Greenwillow
Whose Mouse are you?	Kraus	Macmillan
LEVEL 12		
Baby	Burningham	Cromwell
Carrot Seed	Krauss, R.	Scholastic
Cupboard	Burningham	Crowell
Day I had to Play	Bonsall	Harper

Dog	Burningham	Crowell
Friend	Burningham	Crowell
I Know a Monster	Meyers	Addison Wesley
My Dog	Taylor	Macmillan
Peanut Butter and Jelly	Wescott	Dulton
Snow	Burningham	Crowell
Titch	Hutchins	Penguin
LEVEL 13		
Awful Mess	Rockwell	Four Winds
Blackboard Bear	Alexander	Dial
Buzz, Buzz, Buzz	Barton	Penguin
Old Hat New Hat	Berenstain	Random
Rabbit	Burningham	Crowell
Seven Little Monsters	Sendak	Harper
Tool Box	Rockwell	Collier
Two Bear Cubs	Jonas	Greenwillow
Wait Skates	Rookie Reader	Childrens Press
LEVEL 14		
Animal Tricks	Wildsmith	Merrimack
Building a House	Barton	Puffin
Come out and Play Little	Kraus, R.	Greenwillow
Goodnight Moon	Brown	Harper
How Do I Eat it?	Watanabe	Penguin
How Do I Put it on ?	Watanabe	Penguin
My Cat	Taylor	Macmillan
Owliver	Kraus	Windmillan
Picture for Harold's Room	Johnson	Harper
There was an Old Lady Who	Adams	Playspaces
Very Busy Spider	Carle	Philomel
Where are you going	Kraus	Greenwillow
Little Mouse?		
You'll Soon Grow into	Hutchins	Penguin
them Titch		
LEVEL 15		
Alligators all around	Sendak	Harper
Are you my Mother?	Eastman	Random
Big Dog, Little Dog	Eastman	Random
Go Away Dog	Nodset	Scholastic
Great Day for up	Seuss	Random
Green Eggs & Ham	Seuss	Random
Hop on Pop	Seuss	Random
I Can Read With My Eyes	Seuss	Random
Shut		
Just a Mess	Mayer	Golden
Just Grandma and me	Mayer	Golden
Napping House	Wood	Harcourt
Nobody Listens to Andrew	Guilfoile	Scholastic
Who Took the Farmer's	Nodset	Scholastic

LEVEL 16

Bears' Bicycle	McCleod	Penguin
Ben and the Bear	Ruddell	Harper
Bertie the Bear	Allen	Coward
Bike Lesson	Berenstain	Random
Chicken Licken	Bishop	Oxford
Fat Cat	Kent	Penguin
Goodnight Owl	Hutchins	Greenwillow
Henny Penny	Galdone	Scholastic
It's not Easy being a Bunny	Sadler	Random
Just like everyone else	Kuskin	Harper
Just me and my Dad	Mayer	Golden
Just me and my Puppy	Mayer	Golden
Kiss for Little Bear	Minarik	Harper
Leo the Late Bloomer	Kraus	Windmill
Little Fish that got away	Cook	Scholastic
Little Tuppen	Galdone	Seabury
Noisy Nora	Wells	Dial
Spot's Birthday	Hill	Putnam
Teeny Tiny Woman	Seuling	Scholastic
There's a Nightmare in my Closet	Mayer	Dial
Trucks	Rockwell	Dutton
We're in Big Trouble, Blackboard	Alexander	Dial
What you see is what get	McLeneghan	

LEVEL 17

And I Mean it Stanley	Bonsall	Harper
Clocks and more Clocks	Hutchins	Penguin
Doorbell Rang	Hutchins	Greenwillow
Harold & the Purple Crayon	Johnson	Harper
He Bear, She Bear	Berenstain	Random
Horse in Harry's Room	Hoff	Harper
House that Jack Built	Peppe	Delacorte
Little Fireman	Brown	Scholastic
Little Red Hen	Galdone	Viking
Milton the Early Riser	Kraus	Penguin
Spot's First Christmas	Hill	Putnam
There's an Alligator	Mayer	Dial
There's something in my Attic	Mayer	Dial
Three Bears	Galdone	Scholastic
Where the Wild Things are	Sendak	Harper

LEVEL 18

Barbapapa	Piccolo	Random
Best Nest	Eastman	Random
Cat in the Hat	Seuss	Random
Clifford the Big Red Dog	Bridwell	Scholastic
Drummer Hoff	Emberly	Penguin
I was so Mad	Mayer	Golden
Little Bear	Minarik	Harper
Little Blue and Little Yellow	Lionni	Astor
Me Too	Mayer	Golden
Owl at Home	Lobel	Harper
Sam who never Forgets	Rice	Greenwillow
Sam and the Firefly	Eastman	Random
Tom and Sam	Hutchins	Penguin
Very Hungry Caterpillar	Carle	Putnam
When I get Bigger	Mayer	Western

LEVEL 19

Father Bear comes Home	Minarik	Harper
Frog & Toad are Friends	Lobel	Harper
Frog & Toad Together	Lobel	Harper
Mr. Grumpy's Motor Car	Burningham	Penguin
Mr. Grumpy's Outing	Burningham	Penguin
Piggle	Bonsall	Harper
Surprise Party	Hutchins	Penguin

LEVEL 20

Bears Christmas	Berenstain	Random
Bears' Picnic	Berenstain	Random
Berenstain Bears & the Missing...	Berenstain	Random
Chicken Soup with Rice	Sendak	Scholastic
Don't forget the Bacon	Hutchins	Puffin
I know a Lady	Zolotow	Puffin
Miss Nelson is Missing	Allard	Houghton
One-eyed Jack	Hutchins	Greenwillow
Three Little Pigs	Galdone	Scholastic
Uncle Elephant	Lobel	Harper
Who Sank the Boat?	Allan	Coward
Wind Blew	Hutchins	Puffin

MAKE READING AN ENJOYABLE EXPERIENCE

Sharing books with your child can be a magical experience and something that both of you will always remember.

1. Let your child pick what he wants to read.
2. Get another book if the one you are reading is not enjoyable.
3. Discuss things about the book that relate to other shared experiences.
4. Talk about the books you've read with your child. Talk about your favorite books when you were a child.
5. Hold your child in your lap or have them snuggle up against you when reading together.
6. Encourage your child to have his own reading corner with his own basket or shelves for books.
7. Go to the library often.

MAKE BOOKS AVAILABLE FOR YOUR CHILD

Providing children with books to read is a very important part of ensuring a child's reading success. Every child should have books of their very own, favorite stories that can be read and re-read as often as a child wishes. Search books that reflect a child's interests and hobbies.

WHERE TO FIND BOOKS

LIBRARIES

Every child should have their very own library card. It is an open invitation for them to discover the endless worlds that books explore. These can be obtained by filling out an application at your local library, usually requiring a parent's signature. With a library card your child can check books out on their own.

Libraries are an excellent resource for providing a wide variety of books. These books will expand a child's interests and integrate reading into the learning experiences of their life. For example a trip to the zoo would be a great time to check out books about zoo animals and zoo life.

Books such as A Child's Zoo by Tana Hoban, Monster Goes to the Zoo by Ellen Blance and Ann Cook. Zoo Keeper by James

Rowan, Paddington at the Zoo by Michael Bond, Curious George Visits the Zoo by Margret Rey are just a few that can be found on the shelves of your local library.

DISCOUNT STORES

Many discount stores offer a wide variety of books for very reasonable prices. Books such as Mercer Mayer's Little Critter stories, Dr. Seuss books, Walt Disney fairytales and many other authors are available.

GARAGE SALES

Garage sales and thrift stores are other excellent places to look for children's books at inexpensive prices.

SHARING BOOKS

Exchanging books with relatives, close friends and neighbors provides a lot of variety and interaction as children share their favorite books with each other. Reading becomes an exciting part of a child's life.

MAGAZINES

Allowing your child to subscribe to magazines of his choice is another excellent way to encourage your child to read. When a child receives a magazine packed with things they like they won't put it down until they've read it from cover to cover.

GIFTS

Give books and magazine subscriptions for birthdays and holidays.



PROVIDE A REGULAR TIME FOR READING

You will need to include reading in your child's daily routine to make sure that he reads regularly.

1. The amount of time watching television may need to be limited to provide reading time.
2. With beginning readers you need to listen to them read out-loud some of the time. With more advanced readers this will not be as necessary although you may still want to listen to them occasionally.
3. Bedtime is a good time to have your child read. You might want to try something like the Holland Method. The plan is described in the following steps.
 - a. Buy books and keep them in obvious places. (Help children understand that they are reading for their own enjoyment.)
 - b. At bedtime allow your child to stay up a little later.
 - c. Suddenly become strict about the time that they go to bed.
 - d. When your child complains about not being tired suggest that he read for ten minutes before going to sleep.

THE IMPORTANCE OF PARENTS INVOLVEMENT IN SCHOOL

Parents should know that reading is the crucial skill that every child must master to be successful in school and life. Parents should also believe in their child's ability to read and assist in every way possible to ensure their success. To do this parents must become interested and involved in their child's school work, activities, and life.

Here are some encouraging reminders of how important you are to your child's school success.

1. Each year you and your child's teacher enter into a partnership of providing the best for your child. It is every parent's desire to have his child be successful in the things he/she does. An awareness of the fact that school is extremely important to the future of your child and a willingness to become involved in his education will help provide him with a positive school experience.

2. Parents at times feel left out of the most time consuming part of a child's day. Lack of communication to parent's often leaves them feeling confused, frustrated and unsure of how to help their child succeed in school. Let your child's teacher know your desire to help in your child's education. Ask for suggestions about things you can help your child with at home. It is important for you to

understand and be aware of what your child is learning at school.

3. Being involved within your child's classroom in anyway you can, is an action that speaks volumes to your child and his/her teacher. This shows that you value education and think it is important enough to invest your time in.

Volunteering in your child's classroom or school, sharing with your child's class about an area of expertise or reading one of your favorite childhood stories to them are all worthwhile contributions into your child's education.

4. Reading together on a regular bases is a primary element in showing your child how important reading is.

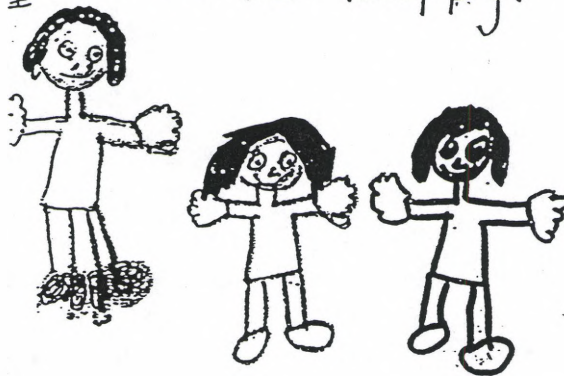
5. Expressing your concerns about your child's educational development to your child's teacher opens opportunities for you to share together the strengths and weaknesses you both see. Parents and teachers can often give each other insightful information that leads to a better understanding of the needs of your child.

6. When parents and teachers work together to provide the best possible environment at home and school for their child nothing will prevent the child from being a successful learner.

Remember, research shows that children are more likely to become good readers if BOTH home and school send messages of how important reading is.

The partnership between home and school is undeniable and both must participate within it to make learning a positive and rewarding experience for the child.

Kassie and David and my
mom came to my school
It made me happy.



SOURCEBOOKS FOR PARENTS

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CHAPTER IV

CONCLUSSION

The writers observed the importance of parental involvement in their child's reading development with their Chapter I Reading students. When parents became involved with listening to the children read and reading to him, the students progressed much more quickly with his reading than those students whose parents were unable to do reading activities with them.

Parents often seem unsure of how much help and what kind of help to give their child. The writers believe that parents do want their child to be successful but sometimes need suggestions of ways to be involved with their child's reading.

Although a fair amount of material is available on the subject, it is difficult to sort through and to choose what is the best way to bring about reading improvement. For this reason the writers compiled this handbook. It was designed to function as a resource for parents. It includes many suggestions for reading, writing and speaking with the child as well as bibliographies of childrens books.

The writers would like to give this handbook to the parents of their Chapter I Reading students as a resource to help improve communication with the parents and school. The

child will make the most progress with all three working together: school, parents and child.

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